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ABSTRACT

This paper reviews current literature about three tools used by teacher education programs and school districts to assess teacher candidate quality. It presents a matrix which aligns the underlying dimensions of teacher knowledge, dispositions, and skills for the STAR Teacher Interview, the Teacher Perceiver Interview, and the Praxis III Teacher Performance Assessment. The Star Teacher Interview emphasizes the following characteristics: persistence; promoting learning; putting theory into practice; approach to at-risk students; professional versus personal orientations to students; burnout; and fallibility. The Teacher Perceiver Interview emphasizes mission, investment, focus, empathy, rapport drive, listening, objectivity, individual perception, input drive, activation, innovation, and Gestalt. The Praxis III Teacher Performance Assessment emphasizes organizing content for student learning, creating an environment for student learning, teaching for student learning, and teacher professionalism. The paper analyzes the relationship between what is known about teacher characteristics and these instruments. It presents overviews of the tools, along with a matrix that indicates similarities and differences in the constructs underlying the tools and the Myers Briggs Type Indicator (MBTI). There is ample crossover of the criteria established by each of the teacher selection instruments. Regarding the MBTI, it is apparent that preferences are represented. (Contains 26 references.) (SM)

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USING TYPE TO PREPARE OR DEVELOP TEACHERS FOR POOR URBAN AREAS

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INTRODUCTION

So what is it public school teachers really need to know and be able to do? Teacher educators working with school district employers continually study this question in order to establish entrance and exit criteria into the profession. Though professional knowledge and knowledge of content are essential for teachers; questions arise about how knowledge and the transmission of knowledge are best assessed. This paper reviews current literature about three popular tools used by teacher education programs and school districts to assess the quality of teacher candidates. A matrix is presented which aligns the underlying dimensions of teacher knowledge, dispositions, and skills for the following tools: the STAR Teacher Interview (Haberman, 1995); the Teacher Perceiver Instrument (SRI/Gallup); and PRAXIS III Teacher Performance Assessment (Educational Testing Service). The relationship of what is known about type and these instruments is also identified and analyzed.

BACKGROUND

Haberman (1995) attributes both ineffective teacher training and hiring practices to have caused 50 percent of teachers entering the profession to leave within five years with an even greater percentage of teachers leaving urban schools. Is too much time and money being spent on educating teacher education candidates who will not stay in the classroom? Appropriate selection procedures for teacher education candidates may help. Writing in Savage Inequalities (1991), Jonathan Kozol described his experiences with school children. When he returned to teaching after a number of years out of the classroom, his fourth grade class of 35 students had never had a permanent teacher and had had 13 different teachers since beginning kindergarten. What might we learn from the teachers who left, and more importantly, what were the characteristics of the teachers who did stay? How might we identify those potential teachers who will stay and make the difference in the lives of students? Researchers have diligently pursued the answers to these questions. It seems that determining who enters the profession and who stays in the profession can be based on identifiable teacher characteristics (Haberman, 1995; Educational Testing Service; SRI/Gallup).

What follows is a brief review of three popular tools for assessing the quality of teacher candidates for teacher education programs and for school district personnel hires. Overviews are presented along with a matrix that indicates similarities and differences in the constructs underlying the tools and the MBTI.

FUNCTIONS OF STAR TEACHERS

Though Martin Haberman's (1995) focus is on teachers of children at risk, his points are worth considering for all teacher educators. Since the early 1960's, Martin Haberman has been studying successful teachers of students considered the most difficult to teach, namely those at risk, those in poverty, and those in urban schools. The Haberman Foundation was established in

1993 to continue Haberman's search for new and better ways to find excellent teachers for the 15 million children and youth in America that live in poverty. Believing these children have few, if any, choices regarding their future, the Haberman researchers emphasize the criticalness of carefully selecting teachers. To establish a selection instrument, the Haberman researchers interviewed teachers who principals, parents, other teachers, and students named as "highly" successful with at-risk students in order to determine what characteristics and beliefs these "highly" successful teachers had in common. From this data, Haberman developed a structured, personal interview to get at these effective characteristics of who he named "Star" teachers.

The seven characteristics (beliefs leading to behaviors) found to be common among Haberman's Star teachers of students in poverty and at risk include:

#1 Persistence
Star teachers have persistence and a commitment to problem in the
educational arena. Star teachers hold a rationale for their behavior, they are continuously generating and maintaining student interest and involvement in learning. They perceive problems as part of their regular job, and they are skilled at involving the child in learning and constantly searching for more effective ways of involving children.

#2 Promoting Learning
Star teachers protect learners and learning, and respond to authority and bureaucracy by valuing learning over most anything else. They have sufficient and essential knowledge in their subject matter to teach, they know the joys of learning, they understand that children of poverty are less likely to have out-of-school models of learning, so they turn their students on to learning. They are able to convince their principals that the benefits of these beliefs are worth it, and they protect children from school bureaucracy. They never give up what they think would help children, and they find ways to neutralize their adversaries.

#3 Theory and Practice
Star teachers are able to put generalizations and big ideas into
practice. They are able to conceptualize about teaching, connect ideas with actions, and turn abstractions into specific sets of classroom activities. They continue to grow throughout their career by reflecting on their behaviors. They are continually thinking about why they are doing what they are doing, what they hope to accomplish, and how doing it connects with everything else in the lives of their
students.

#4 Approach to At-Risk
Star teachers have appropriate approaches in working with at-risk children, and since half of all urban children are labeled at-risk,
there are essential skills and attitudes of not blaming the students and believing the school curriculum or methods are potential problems. Star teachers find ways to involve children in learning no matter what children's out-of-school lives are like. These teachers genuinely care about their students, and Haberman claims that this quality is the most powerful predictor of teachers who will stay in the challenging teaching environments.

#5 Professional Versus Personal
Star teachers have professional-personal orientations to students; they care, respect, and trust their students. They establish close and supportive relationships, and they realize the basic goal

of the teacher is to connect children with meaningful learning in ways that are interesting to the learners. Star teachers help students become self-directed learners. The Stars are the teachers who can
teach those students who have failed. Star teachers model learning.

#6 Burnout
STAR teachers realize that school bureaucracy is systematically
organized to prevent effective learning. They acknowledge that burnout is an occupational disease of all urban teachers, and they learn what rules to follow and what rules can be ignored. Star teachers are expert at how the bureaucracy works, and they protect themselves knowing that they need these skills to survive. They protect children from the formal bureaucracy, and they find a way to not function as an isolate. Star teachers realize support networks counteract burnout.

#7 Fallibility
Star teachers acknowledge fallibility; they confess to serious errors, admitting, recognizing, and abiding mistakes in themselves. If they didn't, they wouldn't be likely to be tolerant of others' mistakes. These teachers believe there can be no learning without mistakes.

TEACHER PERCEIVER INTERVIEW

SRI/Gallup (Selective Research International) developed the Teacher Perceiver Interview (TPI) to identify strengths specific to effective teachers nearly 30 years ago. The TPI, like the Star Interview, is a structured personal, interview. The TPI looks for, what they refer to as life themes--patterns in a person's life which parallel the habits and behavioral patterns found in the most successful teachers. Like the Haberman researchers, the SRI/Gallup researchers interviewed parents, administrators, students, and fellow teachers looking for the qualities of what they named the "best" teachers, not just "good" teachers but the "best" teachers. The themes are defined as spontaneous, recurring patterns of thought, feeling and behavior, which point the way to valuable talent. The qualities assessed by the trained (that is, certified) interviewers are:

INTRAPERSONAL THEME
Mission
The teacher sees education as the foundation for future life and wants to help children grow to improve society.

Investment
The teacher's satisfaction in teaching is derived from the success of the students and is concerned when students do not succeed.

Focus
The teacher has personal role models and goals that direct him/her in a purposeful direction professionally and he/she sees teaching as a life-long career.

INTERPERSONAL THEME
Empathy
The teacher high on empathy understands and accepts a student's emotions and is able to perceive and respond directly to a child's immediate emotions.

Rapport Drive
This teacher sees him/herself as a friendly person who the students like. This teacher works to build strong mutual relationships with students and views this relationship as an essential part of the learning process.

Listening
The teacher sees listening as a way to help others talk and believes the answer to a problem lies within the speaker.

Objectivity
The teacher responds to the total situation and gets all information before responding.

EXTRAPERSONAL THEME
Individual Perception
Th teacher high on Individual Perception gets to know the needs and interests of each child and builds an individualized learning program based on this knowledge. The teacher provides a variety of activities in order for each student to express his/her creativity.

Input Drive
The teacher is excited about his/her own learning and uses new acquired ideas to help others. This teacher is constantly seeking materials and knowledge from the outside to bring into the classroom.

Activation
The teacher sees student successes as a key in helping students learn and knows and uses many ways to get students interested in the learning process.

Innovation
The teacher high on Innovation is constantly looking for, or trying, new or different approaches to learning. The teacher assists students in the development of their creativity in order for the students to become actively involved in the classroom.

Gestalt
The teacher is well organized with a drive toward completion, albeit a perfectionist. The teacher helps students develop a need for closure but does so by working from the students' level.

PRAXIS III TEACHER PERFORMANCE ASSESSMENT

Built on a framework of essential teaching skills, Educational Testing Service (ETS) developed Praxis III as an assessment tool for the evaluation of the classroom performance of student teachers and first year teachers. Unlike the Star Interview and the TPI that are structured interviews, Praxis III requires the trained/certified professional to do a site-based observation as well as an interview. ETS endorses the premise that education is best served by a common understanding of the performance expected of beginning teachers. Praxis III, using a constructionist point of view, is an active, systematic classroom performance assessment

developed to evaluate the skills of beginning teachers in their own classrooms. The instrument is based on the belief that prior knowledge and experience are significant instructional resources for successful teaching. Like the Star Interview and the TPI, years of research and the understandings of professional educators selected from a national base have supported Praxis III. Praxis III identifies 19 essential teaching criteria categorized into four domains which are described below.

DOMAIN A: ORGANIZING CONTENT KNOWLEDGE FOR STUDENT LEARNING

A1
Becoming familiar with relevant aspects of students, background knowledge and experiences.
A2
Articulating clear learning goals for the lesson which are appropriate to the students.
A3
Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.
A4
Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and aligned with the goals of the lesson.
A5
Creating or selecting evaluation strategies appropriate for the students and that are aligned with the goals of the lesson.

DOMAIN B: CREATING AN ENVIRONMENT FOR STUDENT LEARNING

B1
Creating a climate that promotes fairness.
B2
Establishing and maintaining rapport with students.
B3
Communicating challenging learning expectations to each student.
B4
Establishing and maintaining consistent standards of classroom behavior.
B5
Making the physical environment as safe and conductive to learning as possible.

DOMAIN C: TEACHING FOR STUDENT LEARNING

C1
Making learning goals and instructional procedures clear to students.
C2
Making content comprehensible to students.
C3
Encouraging students to extend their thinking.
C4
Monitoring students' understanding of content through a variety of
means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.

C5
Using instructional time effectively

DOMAIN D: TEACHER PROFESSIONALISM

D1
Reflecting on the extent to which the learning goals were met.
D2
Demonstrating a sense of efficacy.
D3
Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. *D4*
Communicating with parents or guardians about student learning.

MYERS BRIGGS TYPE INDICATOR

The MBTI offers teachers insights into effective life and learning functions (Lawrence, 1985; Murphy, 1993). Preferences in attitudes and functions are apparent in classroom learning and teaching analyses, and an awareness of one's own preferences and acceptance of one's own and others, preferences are foundational to effective action in learning (Alcock & Ryan, 1999). The MBTI is not designed to be used in hiring decisions and/or admittance to teacher education programs, and it is unethical to use the indicator in such a fashion. It is intriguing, however, to examine the preferences in light of the qualities of effective teachers as identified in the previously described instruments. This analysis is seen in the following matrix.

MATRIX

The matrix which follows indicates the overlap of the Star beliefs, the TPI characteristics, Praxis III teaching criteria, and the MBTI preferences.

PERCEIVER	PRAXIS	STAR	MBTI
Intrapersonal	D		
MISSION: improve society; belief in student growth and student self-actualization	D2	#5	SJ
INVESTMENT: success of students; satisfaction from growth	D2 D1	#5	F
FOCUS: professionally purposeful; have models and goals	D1 D3	#5 #3 #6	N NJ
Interpersonal	B		
EMPATHY: accepts and responds	B1 B2 B4	#5 #4	F
RAPPORT DRIVE: sees self as friendly	B2	#5	
LISTENING: answer lies within the other person	B2	#4	
OBJECTIVITY: respond to total after getting all information	B1	#2 #1?	TP
Extrapersonal			
INDIVIDUALIZED PERCEPTION: knows needs and individualizes program to meet needs	A1 A2 A4 A5 C1 C2 C4 D2	#1 #4 #5?	
INPUT DRIVE: seeks and uses ideas	A4 D3	#1 #4	
ACTIVATION: success is key to help the student learn; uses many ways to involve students in learning	A4 B3 C2 C3 C4	#1 #3	
INNOVATION: new approaches and actively involves students	A4 C2 D1 D3	#2 #3 #5	
GESTALT: drive to completion; perfectionist with student being first	D2	#5 #2?	TJ FJ

ANALYSIS MATRIX

As noted earlier, the purpose of the matrix analysis is to show the overlaps among the STAR Teacher Interview, the Teacher Perceiver Interview, the PRAXIS III Teacher Performance Assessment, and the MBTI. As is clear there is ample crossover (i.e., reinforcement) of the criteria established by each of the teacher selection instruments. Regarding the MBTI, it is visually apparent that the preferences are represented.

Obviously the sense of efficacy and professionalism is clear in all four instruments. The relationship between teacher and student is critical in learning in all instruments as is collaboration between the school, parents, the community, and local colleges and universities. Others speak of this collaboration as well. Teachers must build a humane community within each classroom (Dill, 1998, p.63). Schools need to provide a much larger, more diverse population with genuine opportunities for students to learn. After an extensive review on the literature from refereed journal articles and corresponding analyses on the influence of parent involvement in education, Thorkildsen and Stein (1999) concluded that regarding parent participation and achievement, student ability and school climate have substantially stronger relationships with achievement than does parent involvement. But, parent expectations of their child's success in school consistently has the strongest relationship with achievement. Nonetheless, the need for parental attention is critical and especially true with low income families. It seems certain that part of the current urban reform efforts is the need to initiate involvement for parents whose children are at-risk.

CONCLUSIONS

Because successful teachers travel a different route to ensure the growth and development of their students (Ladson-Billings, 1994), it appears that the notion of a "maverick" attitude in a teacher candidate may be beneficial. The authors of this paper believe that a "maverick" is a teacher who is easily, and importantly, able to honor each type. The developed teacher who is able to teach each lesson using each of the four functions should be successful in the classroom. This same "aware of functions" teacher should score highly on any of the three instruments highlighted in this paper. The teacher who will try various stimulators and varies instruction may be the teacher candidate to stay and make the difference in the classroom. Haberman (1995) suggests that it takes a "mature individual" to become the successful teacher and he admonishes schools to value the mature teachers who have grown and have much to offer to novices. He recommends that school districts hire "decent" people to teach, those who are "non-judgmental, non-moralistic, not easily shocked, listen and hear, recognize bias, network, and do not have power needs" (Haberman, 1995 p.93). Said another way, it is those teachers who are able to honor and showcase gifts that are different.

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